

Glencoe District High School
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Brad Milne, Principal

Our Mission

We build each student's tomorrow, every day.

Our Vision

The Thames Valley learning community inspires innovation, embraces diversity, and celebrates achievement - a strong foundation for all students.

Our Commitments

We believe in:

- Putting the needs of all students first;
- Stimulating critical and creative thinking;
- Encouraging informed risk taking and innovation;
- Setting high standards and clear expectations;
- Providing a safe, welcoming, and inclusive environment;
- Providing access to resources, and experiences that meet students' strengths and needs;
- Valuing all staff as partners in education;
- Collaborating with our communities to enhance opportunities for students;
- Communicating effectively in a transparent, timely and two-way fashion;
- Acknowledging and welcoming parents/families as key partners in student achievement and well-being;
- Supporting parents, School Councils, and Home and School Associations;
- Promoting and honouring student leadership and student voice; and
- Encouraging students to advocate for self and others.

Our Partners

We work actively with community partners in business, industry and education to provide pathways to the world of work for our students through cooperative education apprenticeship and work experience programs.

The Thames Valley Parent Involvement Committee (TVPIC), Thames Valley Council of Home and School Associations, School Councils, Home and School Associations, and other parent groups contribute to and enhance classroom learning and facilitate community involvement in schools.

The Thames Valley Education Foundation (TVEF) portfolio manages more than 500 awards, scholarships and bursaries available to our students with a combined value of more than $8 million.

We are proud of our partnership with the Special Education Advisory Committee (SEAC), a Board standing committee of volunteer representatives which operates to further the interests of exceptional children.

Our First Nations Advisory Committee (FNAC) includes membership from three local First Nations Communities (Chippewas of the Thames First Nation, Munsee-Delaware Nation, Oneida Nation of the Thames) and works to ensure that each First Nation, Métis and Inuit student has every opportunity for success, which includes improving student achievement.

Glencoe District High School Course Calendar 2027-2028

***Information in the course calendar is as accurate as possible at the time of publication.**

Academic Planning

A successful high school experience depends on setting and accomplishing a series of short-term and long-term goals. Academic planning is an important task that will help students achieve their future educational and career goals.

A multi-year plan and yearly plan need to be established to ensure that students complete the courses to implement their post-graduation plans.

The Guidance Counsellor offers the following suggestions to students:

- Thoroughly read this course calendar and ask your parents to review it with you.
- Take time to understand your strengths and limitations. Discussions with teachers, parents, counsellors and employers to help with this process.
- Look at your past academic performance as well as evaluation results to help with the goal-setting and course selection process.
- Develop a multi-year plan and a yearly plan that will keep as many options open to you as possible.
- Choose courses that will help you strengthen your skills and knowledge, work on your weaknesses, and explore new interests and subject areas. Do not base your course selection on what your friends might think is best for you. Trust your own judgement.
- Be sure you meet any required prerequisite for each course you select.
- Course selection is a very important task. Think carefully before registering and be aware that your present decisions will affect your future options.
- Be positive about each academic year. Many growth opportunities are presented to students.
- Those who are “open” to these opportunities will gain the most.
- Make a commitment to put forth the effort to study and make good use of time. Develop a plan for keeping track of assignments and projects. Plan a regular schedule for studying and stick to it. Students who use time effectively in and out of school will gain the maximum benefit from each course and their high school experience as a whole.

Freedom of Information and Protection of Privacy Act

This Act establishes the right of access to existing records in the custody and control of the Thames Valley District School Board. The term, “record”, is broadly defined to include any record of information, however recorded.

The legislation also protects the privacy of individuals with respect to their personal information held by the Board. The term “Personal information,” is defined as recorded information about an identifiable individual.

The Act is not intended to replace the normal process of providing information. We as a school have routinely responded to oral and written requests from the public. This informal provision of information will continue. The legislation will not be used to preclude access to information (except personal information) that was available before the Act came into force.

Gender Equity

Gender-role stereotyping of courses and programs shall be avoided. The philosophy of sex-equity shall permeate all aspects of this school’s curriculum policies, teaching methods and materials, assessment procedures and policies.

Multiculturalism

The policy of multiculturalism officially adopted by the Government of Ontario accepts the diversity of cultural, linguistic, racial and religious origins as a unique characteristic of the Canadian identity. The staff of Glencoe District High School, recognizing the plurality of Canadian Society, supports this policy through its teaching and practices.

Race and Ethno Cultural Equity

The program and practices of Glencoe District High School reflect the Board's policy on Race and Ethno Cultural Equity and any expression of discrimination shall not be tolerated.

General Supplementary Information

Definition of a Credit

A credit is a means of recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. It is granted to a student by the Principal of a secondary school on behalf of the Minister of Education.

Substitution of Compulsory Credits

The Principal of a school, in order to meet an individual student's needs, may in unique circumstances, replace up to three of the compulsory credit requirements. Substitutions will be noted on the student's Ontario Student Transcript.

Remedial Programs

The Thames Valley Board has offered summer school "improvement credits". This allows a student who has not been successful in a core course during the regular school year to attend summer school in an effort to achieve a passing grade. Check with the Guidance Office regarding course offerings and locations.

**Students experiencing difficulty in a course are recommended to see their teacher, the Head of the Department, Guidance Counsellor and/or the Learning Resource Teacher.*

End of Semester Evaluations

Some form of formal evaluation is held in most courses at the end of each semester in late January and late June. The results of these examinations and assessments make up a significant portion of a student's final mark. Each course evaluation outline will specify the value of the exam or final assessment.

Ontario Student Transcript (OST)

The Ontario Student Transcript provides a comprehensive record of a student's achievement in high school. All credits gained by any means are recorded in the OST. It will include the following information:

- The student's achievement in grades 9 and 10 with percentage grades earned and credits gained for successfully completed courses.
- A list of all grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained.
- That failures and withdrawals will be reflected in the OST.
- Identification of courses substituted for one that is a diploma requirement.
- Confirmation that a student has completed the community involvement requirement.
- The student's final result on the provincial secondary school literacy test.
- An indication of any extraordinary circumstances affecting the student's achievement in grade 11 or 12.

Full Disclosure

In September 1999 the full disclosure policy went into effect in all Ontario high schools for students taking courses in grades 11 and 12. This policy dictates what happens if a student withdraws from a course or repeats a course.

Withdrawal from a Course

If a student withdraws from a grade 11 or 12 course within five instructional days following the issue of each mid-term provincial report card, the withdrawal is not recorded on the Ontario Student Transcript. If a student withdraws from a course after five instructional days following the issue of each mid-term provincial report card, the withdrawal is recorded on the Ontario Student Transcript (OST) by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

Repeating a Course

Students who repeat a grade 11 or 12 course that they have previously completed successfully, earn only one credit for the course. However, each attempt and the percentage grade obtained is recorded on the Ontario Student Transcript (OST), and an "R" is entered in the "Credit" column for the course(s) with the lower percentage grade.

Western Initiative for Scholastic Excellence (WISE) (Fees Waived)

Secondary school students who live within commuting distance of the University of Western Ontario or an off-campus site may be eligible to enroll in one university course (excluding distance studies courses) at either the constituent University or the affiliated colleges.

Credit for this course will be granted upon successful completion of the course and fulfilment of all of Western's admission requirements. Students completing the Ontario Secondary School Diploma (OSSD) must have completed at least one 4U or 4M credit and achieved at least an 80% average in grades 10, 11 and 12 OR have not completed any grade 12U or 12M courses, but have a minimum 85% average in grades 10 and 11. Students must have completed a minimum of twenty-two credits. Registration in a sufficient number of grade 12 subjects to fulfill UWO's admission requirements and nomination by the secondary school Principal, Guidance Counsellor or Teacher are also required.

Applications and all documentation should be submitted to the Admissions Office by the secondary school Principal no later than the end of June for the Fall/Winter session. Application forms may be obtained in the Guidance Office or online on the UWO website.

Cooperative Education/Experiential Learning

Cooperative Education/Experiential Learning is an opportunity for students to enrich and enhance their learning and to gain skills relating to a particular career. It can also help students determine if this work experience may lead to a good future career choice. Students also have the chance to learn valuable skills that are transferable to the workplace. For further requirements for admission to the Co-operative Education Program please refer to the information in the calendar listed after the Business course descriptions. All SHSM students are required to complete a co-op placement.

Other short term work experience placements are available on a limited basis, to some students, with the approval of the Principal.

Student Responsibilities

Attendance

Students are evaluated on a day-to-day basis and much of the learning occurs during interaction within the class. Students often work with partners and in groups for presentations and shared learning. When a student is absent, the class organization is affected. Assessment, evaluation, labs, projects and the development of communication and thinking skills are activities that require regular attendance. Punctuality is critical. Acceptable reasons for absence may include illness, religious holidays, and medical appointments which cannot be scheduled outside of school time. Students are expected to attend all classes. Persistent truancy or lateness may result in removal from class. For more detailed information regarding the attendance policy, please refer to the Code of Conduct.

Homework

Students are expected to complete all homework which may be assigned in all courses. Homework may involve projects, assignments, independent study work, and review of notes to indicate a few examples. Students must organize and plan to meet the expectations of the work of the course including all time lines for submission of assignments.

Preparation for Class

Students are expected to come to class with the appropriate book(s) and other necessary materials. Additionally, they are to complete homework, submit assignments on the due dates, and study for tests and examinations. Success at high school is affected by the way a student handles this responsibility. It is important to develop a strong work ethic regarding homework and assignments.

Code of Conduct

We build each student's tomorrow, every day - supported by our Code of Conduct. The guiding principle of the code is that "we believe that all students can be successful!" The Code of Conduct can be found on our school website at tvdsb.ca/glencoe.

The school Code of Conduct was developed in accordance with the Ministry guidelines and the Thames Valley District School Board of Education policy statements, and has been endorsed by School Council, Students' Council, and staff.

Achievement

Academic Awards

Proficiency Awards are granted for every subject offered in the school. Students should appreciate that circumstances may dictate changes in individual awards on occasion. An award will be given only when there is a deserving candidate.

Honours Standing & Proficiency Awards

Grade 9	An average on 8 credits taken in that school year. (80%)
Grade 10	An average on 8 credits taken in that school year. (80%)
Grade 11	An average on the best 7 credits taken in that school year. (80%)
Grade 12	An average on the best 6 credits taken in that school year. (80%)

There are many awards offered at the grade 12 level which take into consideration, in varying degree, such things as proficiency, leadership, dependability, school and community involvement, improvement, attitude and respect for others. Tremendous opportunity exists for Glencoe District High School students to earn both monetary and recognition rewards. Excellence in academic accomplishment as well as exemplary citizenship are rewarded at the annual commencement and awards ceremony. The small size of Glencoe District High School increases the chances for individual graduating students to win significant financial awards. During the most recent graduation ceremony approximately $40,000 was awarded to Glencoe District High School students. This amount includes the scholarships and bursaries applied for by individual students, both on their own, and with the assistance of the guidance office. To check the list of school-based awards and criteria, students should go to the school website tvdsb.ca/glencoe and click on Parents or Students and then on Awards, Bursaries, & Scholarships.

Alumni and Friends Association

The Alumni and Friends Association formed a community-based group with a mandate to raise funds, specifically, for Glencoe District High School graduates. With both teaching staff and community members involved, rewards and financial assistance for our students planning to pursue post-secondary education is even more exciting.

Thames Valley Education Foundation

The Thames Valley Education Foundation oversees many awards and scholarships which are available for application by Glencoe District High School students. The website can be accessed by visiting: tvdsb.ca, Search "Thames Valley Education Foundation", search Student Award and Scholarship Website Directory, then choose Glencoe District High School. Students should check criteria carefully and then apply for any awards for which they qualify. There is an application form on the website which can be downloaded and completed by students. New awards are added to this site periodically; students should check several times per year to access new award information.

OSAP (Ontario Student Assistance Program)

Student Loans for Post-Secondary Education

There is several scholarship and other awards directly linked to Ontario Student Assistance Program (OSAP) application. All graduating students are urged to apply for OSAP even if they do not think they require a student loan. Applying for OSAP enables students to apply for several other financially significant awards and scholarships which are directly linked to Ontario Student Loan application. These awards represent free money which the student is not required to pay back! Students who are in their graduating year and who are planning to attend a post-secondary education or training program the following year may apply for OSAP online in the spring, usually in late April or early May, when the online application becomes available at osap.gov.on.ca.

Student Support Services

Guidance

The following are three major areas of services provided by your guidance counsellor:

- Education and Career Planning - your counsellor can help you in developing plans to meet personal, educational and career goals.
- Personal Counselling - your counsellor can assist in developing your ability to communicate, solve problems, make decisions and relate to others.
- Referrals - your counsellor can assist in referring you to an outside agency for specialized help, if required.

Learning Support Resource Program

This program deals with multiple areas of exceptionality; provides support to meet course requirements; modifies experiences to accommodate difficulties of individuals. Special education programs and services are available to address the needs of students with special needs in order to succeed in a regular classroom. Many need specialized support to achieve this goal; this is provided through a variety of means. For further information, please consult with the Principal or the school Learning Support Teacher.

Credit Recovery Program

The Credit Recovery Program is one of several options for a student who has been unsuccessful in a credit course. Students can consult with the Student Success Teacher to see if they meet the criteria to initiate credit recovery. An evaluation will be made of the prior grade obtained in the course, amount of work previously completed, current attendance and work ethic before presenting each case before the Credit Recovery Team for approval. Access must be agreed to by the student and, where appropriate (e.g., students under the age of majority), the parent(s)/ guardian(s) who must share some responsibility for the learning.

Credit Recovery Team

The Credit Recovery Team is a sub-set of the school's Student Success Team, comprised of the Principal or designate, the Student Success Teacher and the Guidance Department Head or designate, and other members as appropriate. The Credit Recovery Team convenes periodically to determine the credit recovery placement of a student who has been unsuccessful in a credit course.

Psychological Services

A Board Psychological Associate is available for consultation with students and/or parents. Appointments can be made through the guidance counsellor.

Co-curricular Athletics & Co-curricular Activities

To participate, you must be a full-time student at Glencoe District High School, in good standing and have paid your student fees.



Guidance and Student Support Services

Guidance Program

The aim of the guidance program is to assist students with their personal, educational and career decisions. The program includes: instruction, consultation and counselling relative to educational and career planning, and support for students to develop personal decision making skills. All students are introduced to on-line career and post-secondary information. Students can research career choices by accessing such programs as My Blueprint.

Students will be using the following program to complete their IPP (Individual Pathway Plan) this year and for course selection: MyBlueprint

Individual Assistance and Short-Term Counselling

Individual assistance and short-term counselling is available for students who require additional help in achieving their educational/career goals or who are experiencing personal difficulties. Students may be referred by a teacher, parent or an administrator or may request their own appointment. Following an appointment with the student, consultation with parents, administration, teachers and others may occur as required. An attendance counsellor, school psychologist, and public health nurse are available for referral if necessary. Parents are encouraged to contact the Guidance office with their questions or concerns.

Orientation Programs

The Orientation Programs consist of Grade 8 Parents' Night, Guidance and peer leader visits to elementary feeder schools, Grade 8 and Grade 9 Orientation visits, peer leader and Guidance tours for Grade 9 students.

Exit Programs

Individuals from universities, colleges, Canadian Forces, apprenticeship programs and private post-secondary institutions present information sessions regarding post-secondary destinations; on-line tutorials for the completion of college and university applications; Ontario Student Assistance - Student Loan (OSAP) presentations; review of plans for post-secondary education/employment; information on procedures for applying for employment/resume writing, job applications, mock interviews; and information about evening courses, correspondence, distance education and virtual school.











Pathways - Your Future is Waiting

Thames Valley's Student Pathways for Success initiative focusses on all specialized programs and pathways for students who will enter the workplace directly after high school. These programs and pathways develop the essential and employability skills that students will need to succeed in their chosen field.

Pathways school to work programs helps students who want to:

- gain work experience
- learn by doing
- build community connections
- learn both inside and outside the classroom
- focus on skill development to achieve future goals
- go to work after high school

Pathways programs may include job shadowing, work experience/placement, cooperative education, apprenticeship (OYAP), Youth Employability Skills (YES), Specialized Coop, ILC Opportunities, Specialist High Skills Major, Dual Credit Programs, Reconnect to Your Future and Grade 8 to 9 Transition Programs.

Dual Credit Program

The Dual Credit Program is a collaborative program in conjunction with the Thames Valley District School Board and two local community colleges, Lambton and Fanshawe. Glencoe District High School most commonly works with Lambton College (Sarnia, ON), since it is the closest to our school logistically and has always offered to provide transportation to and from the college for our students. Grade 12 students may apply for the program through the Guidance office and are approved by the Principal. Students attend Lambton College one day per week during an entire semester. Students have the opportunity to take two courses not offered at Glencoe District High School, try out a college environment and try several courses to see if this might help with the selection of a potential career choice. Usually, students are still registered in at least three courses at Glencoe District High School during the semester. Upon successful completion of the program, students receive two college credits and two equivalent high school credits.

Parents, grade 8 teachers, Guidance counsellors, secondary classroom teachers, administrators and career research are all important resources when planning future career and educational goals. Please ensure you consult them when selecting pathways.



Arts - Music



AMI1O1
Music Instrumental, Grade 9, Open
This course emphasizes the creation and performance of music (using instruments) at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music and will develop a variety of skills transferable to other areas of their life.
Prerequisite: None

AMI2O1
Music Instrumental, Grade 10, Open
This course emphasizes the creation and performance of music (using instruments) at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.
Prerequisite: None

AMI3M1
Music Instrumental, Grade 11, University/College Preparation
This course provides students with opportunities to develop their musical literacy (using instruments) through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.
Prerequisite: AMI1O1 or AMI2O1

AMI4M1
Music Instrumental, Grade 12, University/College Preparation
This course enables students to enhance their musical literacy (using instruments) through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyze how to apply skills developed in music to their life and careers.
Prerequisite: AMI3M1



Arts - Visual



AVI1O1

Visual Arts, Grade 9, Open

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Prerequisite: None

AVI2O1

Visual Arts, Grade 10, Open

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Prerequisite: None

AVI3M1

Visual Arts, Grade 11, University/College Preparation

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, information design).

Prerequisite: AVI1O1 or AVI2O1

AWA3O1

Crafts, Grade 11, Open

This course focuses on the exploration and creation of both traditional and contemporary craft while pursuing the theme of 'Fusion'. Students will use the creative process to make artworks using a variety of materials and reflecting a wide range of subjects. They will discuss and evaluate the artworks using the critical analysis process. Students will explore and create works of art within a personal contemporary, historical, and cultural context.

Prerequisite: None

AVI4M1

Visual Arts, Grade 12, University/College Preparation

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

Prerequisite: AVI3M1

BUSINESS

BEP2O1

Launching and Leading a Business, Grade 10, Open



This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

Prerequisite: None

BDI3C1

Entrepreneurship: The Venture, Grade 11, College Preparation

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

Prerequisite: None



BOH4M1

Business Leadership: Management Fundamentals, Grade 12, University/College Preparation

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Prerequisite: None

BDV4C1

Entrepreneurship: Venture Planning in an Electronic Age, Grade 12, College Preparation

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.

Prerequisite: None



CANADIAN & WORLD STUDIES

CGC1W1

Issues in Canadian Geography, Grade 9, Academic



This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

Prerequisite: None

CGG3O1

Travel and Tourism: A Geographic Perspective, Grade 11, Open

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends, as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

CHC2D1

Canadian History since World War I, Grade 10, Academic

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

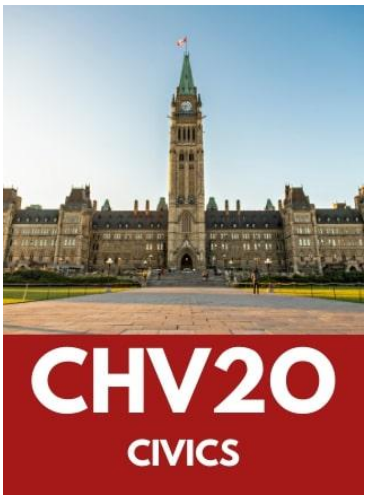
CHI4U1

Canada: History, Identity and Culture, Grade 12, University

This course will examine and deconstruct the complex nature of anti-Black Racism in Canada, and within the broader North American context, through the study of historical oppression, as well as the political and social theories around Blackness. Students will develop their ability to identify, name, and effectively address anti-Black racism and discrimination in its various forms. Furthermore, the course will examine the concept of allyship in partnering in the fight for racial equality. Ultimately, this course will enable students to understand the intergenerational trauma that has been inflicted upon Black people and to develop their critical consciousness in understanding issues of equity in a broader context. Students will be equipped with the tools necessary to create and carry out social action initiatives designed to enhance and empower the local community.

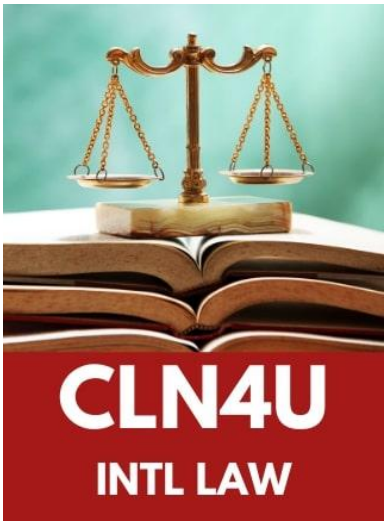
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

POLITICS AND LAW



CHV2O5
Civics and Citizenship, Grade 10, (½ Credit Course), Open, Combined with GLC2O5 (see Page 28)
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.
Prerequisite: None

CLN4U1
Canadian and International Law, Grade 12, University Preparation
This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

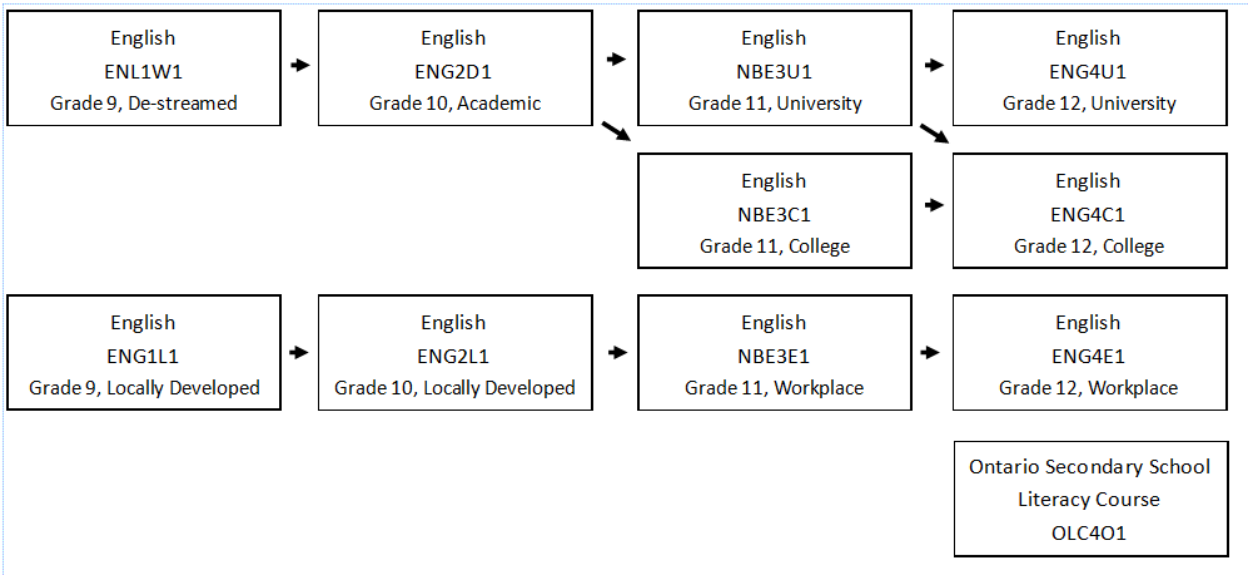


CLN4C1
Legal Studies, Grade 12, College
This course provides a foundation for students who wish to pursue a career that requires an understanding of law. Students will explore the importance of law, analysing contemporary legal issues and their relevance to daily life. They will investigate the requirements for various law-related careers as well as legal responsibilities in the workplace. Students will apply the concepts of legal thinking and the legal studies inquiry process to investigate their rights and responsibilities, legal processes and structures, and the role of law in a changing society.
Prerequisite: Civics and Citizenship, Grade 10, Open



ENGLISH

ENGLISH Pathways Chart



ENL1W1
English, Grade 9, De-streamed
This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.
Prerequisite: None

ENG1L1
English, Grade 9, Locally Developed Compulsory Course
This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. This course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.
Prerequisite: None

ENG2D1
English, Grade 10, Academic
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory grade 11 University or College preparation course.
Prerequisite: ENL1W1

ENG2L1

English, Grade 10, Locally Developed Compulsory Course

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English Grade 11 Workplace Preparation course, or in the English: Contemporary Aboriginal Voices, Grade 10 Workplace Preparation course. The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

NBE3U1

English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University Preparation

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self governance, students will analyse the changing use of text forms by Indigenous authors/ creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

Prerequisite: ENG2D1

NBE3C1

English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, College Preparation

This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.



Prerequisite: ENG2D1, ENG2P1

NBE3E1

English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, Workplace Preparation

This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty, or self-governance. Students will also create oral, written, and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course.

Prerequisite: Must be a Grade 9 or Grade 10 English.

ENG4U1

English, Grade 12, University Preparation

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: ENG3U1

ENG4C1

English, Grade 12, College Preparation

This course emphasizes consolidation of literacy, communication and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

Prerequisite: ENG3C1 or ENG3U1

ENG4E1

English, Grade 12, Workplace Preparation

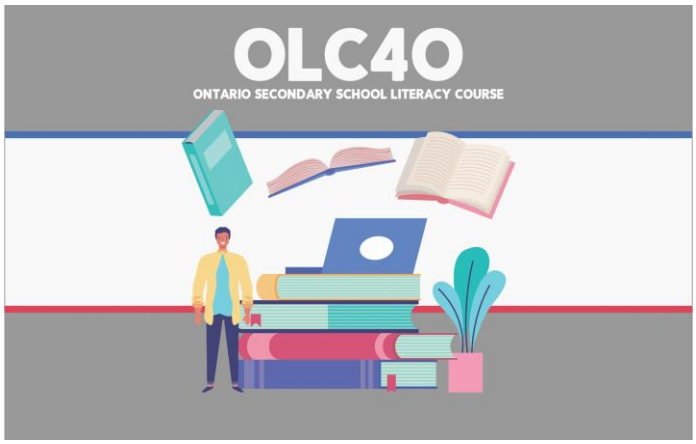
Offered in Alternative Education (ALT)

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking, skills necessary for success in the workplace and in daily life. Students will analyze informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.

Prerequisite: Must have a Grade 9 or Grade 10 English.

OLC4O1

Ontario Secondary School Literacy Course, Grade 12, Open



This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing. Eligibility requirements: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.) **Offered to students who have been unsuccessful in passing the Literacy Test, or at the discretion of the Principal.**

FRENCH AS A SECOND LANGUAGE

FSF1D1

Core French, Grade 9, Academic



This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: Minimum of 600 hours of French instruction, or equivalent.

FSF2D1

Core French, Grade 10, Academic

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.
Prerequisite: FSF1D1

FSF3U1

Core French, Grade 11, University Preparation

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.
Prerequisite: FSF2D1

FSF4U1

Core French, Grade 12, University Preparation

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: FSF3U1

GUIDANCE AND CAREER EDUCATION



GLE1O1/GLE2O1/GLS1O1

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (Grade 10 Open)

This course focuses on learning strategies to help students become better, more independent, learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Prerequisite: For GLE1O/GLE2O - recommendation of Principal. For GLS1O - none.

GLC2O5

Career Studies (½ Credit Course), Open, Combine with CHV2O5



This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Prerequisite: None

GLE3O1/GLE4O1/GLS4O1

Advanced Learning Strategies: Skills for Success after Secondary School, Grade 11, Open (Grade 12 Open)

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training and/or post-secondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their post-secondary employment, training and/or education choices and develop a plan to help them meet their learning and career goals.

Prerequisite: For GLE4O and GLE3O - recommendation of Principal. For GLS4O - none.

GPP3O1

Leadership and Peer Support, Grade 11, Open

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

Prerequisite: None

IDC4U1

Interdisciplinary Studies, Grade 12, University Preparation



This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print electronic, and mass media resources; to analyze historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

Prerequisite: Any university or university/college preparation course.

HEALTH & PHYSICAL EDUCATION

***Students may take two credits in physical education at each grade level, provided the courses are different (i.e. have different course codes.)**

PPL1OC

Healthy Active Living Education, Grade 9, Open

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

PPL2OC

Healthy Active Living Education, Grade 10, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

PAF3OC

Healthy Living and Personal and Fitness Activities, Grade 11, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical fitness activities and exposure to a broader range of fitness settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

PPL3OC

Healthy Active Living Education, Grade 11, Open



This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

PAF4OC

Healthy Living and Personal and Fitness Activities, Grade 12, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical fitness activities and exposure to a broader range of fitness settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

PPL4OC

Healthy Active Living Education, Grade 12, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

PLF4M1

Recreation and Healthy Active Living Leadership, Grade 12, University/College

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

Prerequisite: Any health and physical education course

PSK4U1

Introductory Kinesiology, Grade 12, University

Offered every other year. Offered at GDHS in 2028-2029

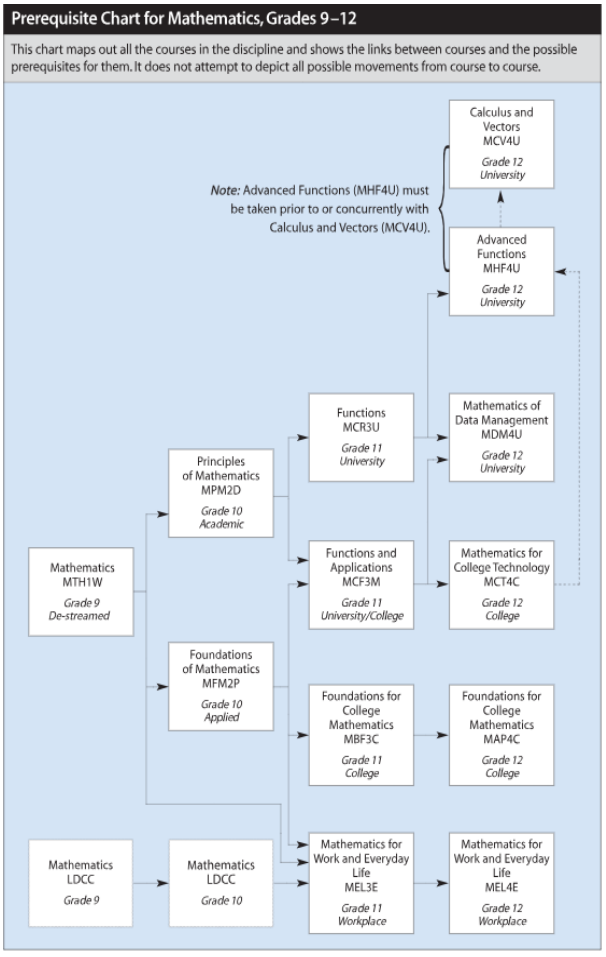
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education.

MATHEMATICS

Possible Pathways in Secondary Mathematics in Ontario

This chart maps out all the courses in the discipline and shows the links between courses and the minimum requirements for them. It does not attempt to depict all possible movements from course to course.



MTH1W1

Math, Grade 9, De-streamed

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Prerequisite: None

MAT1L1

Math, Grade 9, Locally Developed

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in Grade 10 LDCC course, and in the Mathematics grade 11 and grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills to solving authentic, everyday problems. Students have opportunities to further their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Prerequisite: None

MPM2D1

Principles of Mathematics, Grade 10, Academic

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MTH1W1

MAT2L1

Mathematics, Grade 10, Locally Developed

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Mathematics grade 11 and grade 12. Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Prerequisite: MTH1W1 or MAT1L1

MFM2P1

Foundations of Mathematics, Grade 10, Applied

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: MTH1W

MCR3U1

Functions, Grade 11, University Preparation

Offered during Semester 1 to enable students to take MHF4U1 in Semester 2

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM2D1

MCF3M1

Functions and Applications, Grade 11, University/College Preparation

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM2D1

MBF3C1

Foundations for College Mathematics, Grade 11, College Preparation

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: MPM2D1 or MFM2P1

MEL3E1

Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation

Offered through Alternative Education only.

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

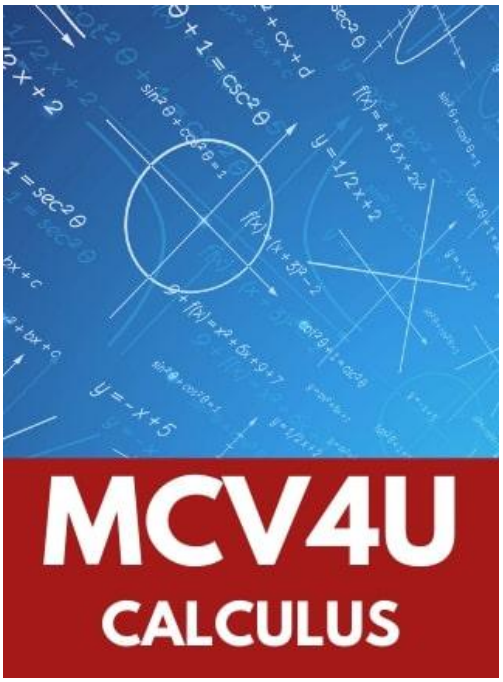
Prerequisite: A grade 9 or 10 Mathematics credit.

MCV4U1

Calculus and Vectors, Grade 12, University Preparation

Offered every other year or online. Offered at GDHS in 2026-2027.

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business including those students who will be required to take a university-level calculus, linear algebra, or physics course. *** Note Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors.**



MDM4UV

Mathematics of Data Management, Grade 12, University Preparation - *Offered online only*.

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Prerequisite: MCF3M1 or MCR3U1

MHF4U1

Advanced Functions, Grade 12, University Preparation

This course extends students' experience with functions. Students will investigate properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course in intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: MCR3U1

MAP4C1

Foundations for College Mathematics, Grade 12, College Preparation - *Offered online only*.

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

Prerequisite: MBF3C1, MCF3M1 or MCR3U1

MCT4C1

Mathematics for College Technology, Grade 12, College

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.

Prerequisite: MCR3U1 or MCF3M1

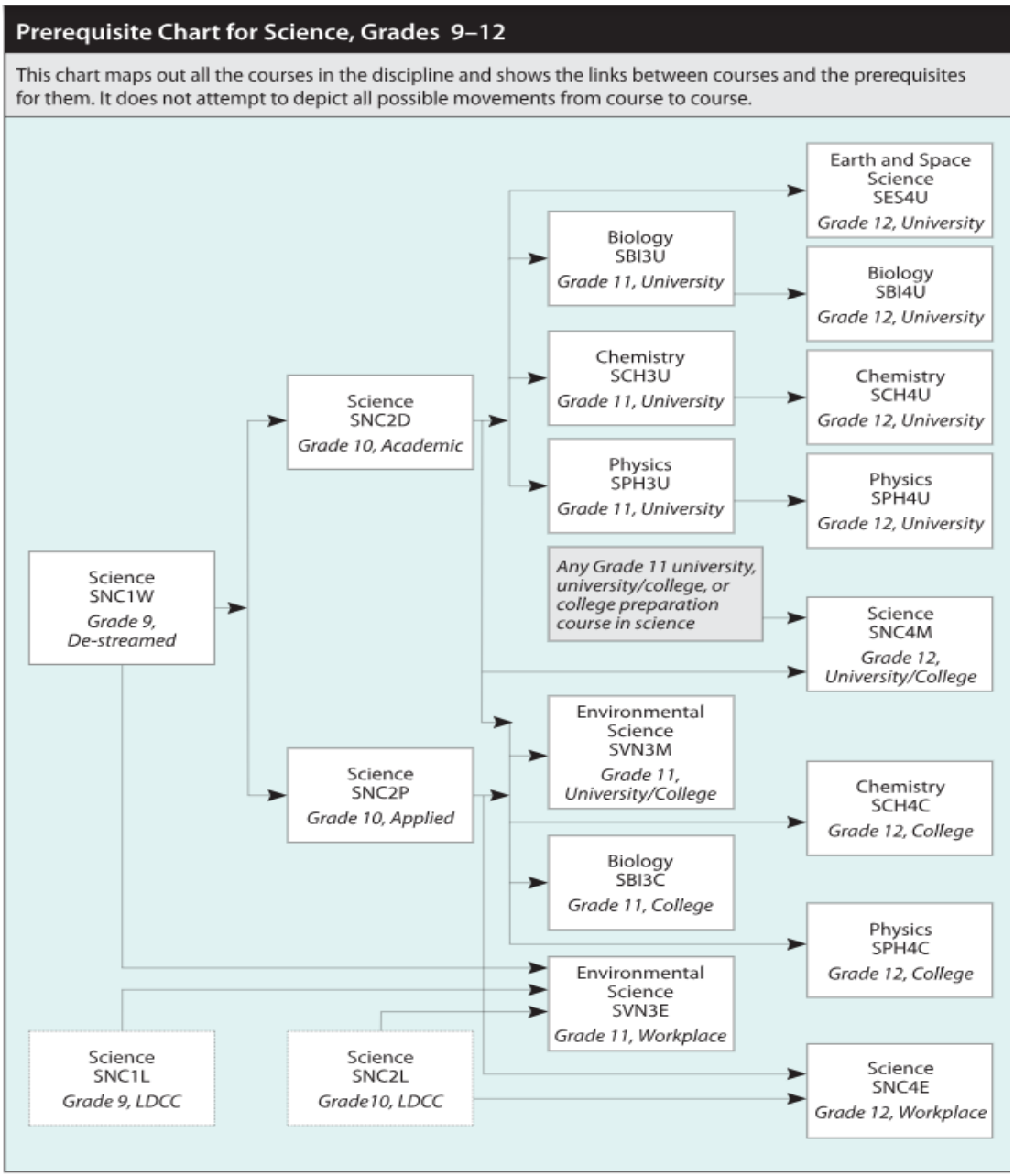
MEL4E1

Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation

Offered through Alternative Education only.

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs and create household budgets and prepare a personal income tax return; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: A Grade 9 or Grade 10 Math credit.



SNC1W1

Science, Grade 9, De-streamed

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

Prerequisite: None

SNC1L1

Science, Grade 9, Locally Developed

This course emphasizes reinforcing and strengthening science related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the Science grade 11 Workplace Preparation course. Students explore a range of topics including science in daily life, properties of common materials, life sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue development of their skills in reading, writing, and oral language through relevant and practical science activities.

Prerequisite: None

SNC2D1

Science, Grade 10, Academic

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Prerequisite: SNC1W1

SBI3U1

Biology, Grade 11, University Preparation

Offered at GDHS in 2027-2028

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: SNC2D1

SBI3C1

Biology, Grade 11, College Preparation

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: SNC2D1

SBI4U1

Biology, Grade 12, University Preparation

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: SBI3U1

SCH3U1

Chemistry, Grade 11, University Preparation

Offered every other year. Offered at GDHS in 2028-2029 (Alternates with SPH3U1)

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behavior of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: SNC2D1

SCH4U1

Chemistry, Grade 12, University Preparation

Offered every other year. Offered at GDHS in 2028-2028 (Alternates with SPH4U1).

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Prerequisite: SCH3U1

SCH4C1

Chemistry, Grade 12, College Preparation

Offered every other year. Offered at GDHS in 2028-2029 (Alternates with SPH4C1)

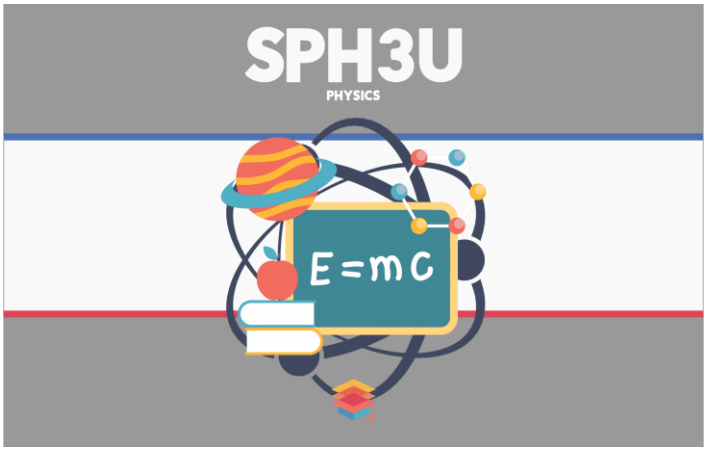
This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

Prerequisite: SNC2D1

SPH3U1

Physics, Grade 11, University Preparation

Offered every other year. Offered at GDHS in 2027-2028 (Alternates with SCH3U1)



This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: SNC2D1

SPH4U1

Physics, Grade 12, University Preparation

Offered every other year. Offered at GDHS in 2027-2028 (Alternates with SCH4U1)

This course enables students to deepen their understanding of physics concepts and theories of physics. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: SPH3U1

SPH4C1

Physics, Grade 12, College Preparation

Offered every other year. Offered at GDHS in 2027-2028 (Alternates with SCH4C1)

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: SNC2D1

SVN3E1

Environmental Science, Grade 11, Workplace Preparation

Offered through ALT



This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.

Prerequisite: Science, Grade 9, Academic or a Locally Developed compulsory credit (LDCC) course in science

SNC4E1

Science, Grade 12, Workplace Preparation

Offered through ALT

This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy. Prerequisite: Science, Grade 10, Applied, or a Grade 10 locally developed compulsory credit (LDCC) course in science.

Prerequisite: Science, Grade 9, Academic or Locally Developed compulsory credit (LDCC) course in science

EQUITY STUDIES

HSE3E1

Equity, Diversity, and Social Justice, Grade 11, Workplace

Offered every other year. Offered at GDHS in 2027-2028 (Alternates with HSC4M1).

This course enables students to develop an understanding of historical and contemporary issues relating to equity, diversity, and social justice in a variety of contexts. Students will explore the nature of diversity and power relations in Canada and how social norms shape individual identity. They will learn about social activism and how to address situations that involve discrimination, harassment, and denial of rights. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity, diversity, or social justice issue.

Prerequisite: None

HSE4M1

Equity and Social Justice: From Theory to Practice, Grade 11, University/College Preparation

Offered every other year. Offered at GDHS in 2027-2028 (Alternates with HSC4M1).

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

Prerequisite: Any university, college, or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

HSC4M1

World Cultures, Grade 12, University/College

Offered every other year. Offered at GDHS in 2028-2029 (Alternates with HSE3E1/HSE4M1).

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.

Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.



HSP3U1

Introduction to Anthropology, Psychology and Sociology, Grade 11, University/College Preparation

Offered every other year. Offered in 2027-2028. (Alternates with HSB4U1).

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

Prerequisite: ENG2D1 or CHC2D1

HSP3C1

Introduction to Anthropology, Psychology and Sociology, Grade 11, College Preparation

Offered every other year. Offered in 2027-2028. (Alternates with HSB4U1).

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. Students will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

Prerequisite: None

HSB4U1

Challenge and Change in Society, Grade 12 University

Offered every other year. Offered in 2028-2029 (Alternates with HSP3U1/HSP3C1).

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyze how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.



FAMILY STUDIES

HFN2O1

Food and Nutrition, Grade 10, Open

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

Prerequisite: None

HFC3E1

Food and Culture, Grade 11, Workplace

Offered every other year. Offered in 2028-2029 (Alternates with HFA4U1/HFA4C1).

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will demonstrate the ability to cook with ingredients and equipment from a range of cultures, describe food-related etiquette in a variety of countries and cultures, and explore ways in which Canadian food choices and traditions have been influenced by other cultures. Students will have opportunities to develop practical skills and apply research skills as they investigate foods and food practices from around the world.

Prerequisite: None

HFC3M1

Food and Culture, Grade 11, University/College Preparation

Offered every other year. Offered in 2028-2029 (Alternates with HFA4U1/HFA4C1).

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

Prerequisite: None



HFA4U1

Nutrition and Health, Grade 12, University Preparation

Offered every other year. Offered in 2027-2028 (Alternates with HFC3M1/HFC3E1).

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

HFA4C1

Nutrition and Health, Grade 12, College Preparation

Offered every other year. Offered in 2027-2028 (Alternates with HFC3M1/HFC3E1).

This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health.

Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

HNB4M1

The World of Fashion, Grade 12 University/College Preparation

This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques, and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world.

Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

GENERAL FAMILY STUDIES

HIP4O1

Personal Life Management, Grade 12, Open

Offered every other year. Offered 2027-2028 (Alternates with HPC3O1).

This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences. Specific Expectations throughout the course include: Progressing from Adolescence to Adulthood, Planning for Employment, Communicating Effectively, Making Decisions, Managing Financial Resources (effective money management - saving, advantages and disadvantages of buying on credit, etc.), Managing a Household, Personal Responsibilities, Workplace Rights and Responsibilities, Consumer Rights and Responsibilities, Economic Influences, Financial Institutions, Benefits and Costs of Working.

Prerequisite: None

HPC3O1

Raising Healthy Children, Grade 11, Open

Offered every other year. Offered in 2028-2029 (Alternates with HIP4O1).

This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing. **Prerequisite: None**

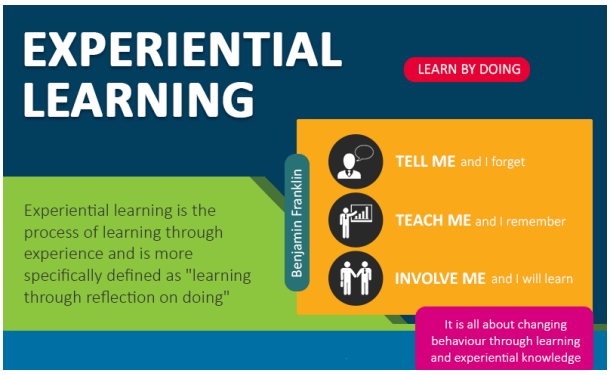
SPECIAL EDUCATION

Glencoe District High School has special education services in place to address the educational needs of all identified "exceptional" students through the IPRC process as well as other students with special needs. Support and assistance is provided to all these students by making appropriate instructional and organizational adjustments to ensure that specialized equipment, learning environments, and a variety of teaching and learning strategies are used. Assistance occurs most often in the classroom environment through a collaborative partnership between the classroom and the learning support teacher. The Resource Room is available for students to receive more one-to-one support.

Self-contained Developmental Education Classroom

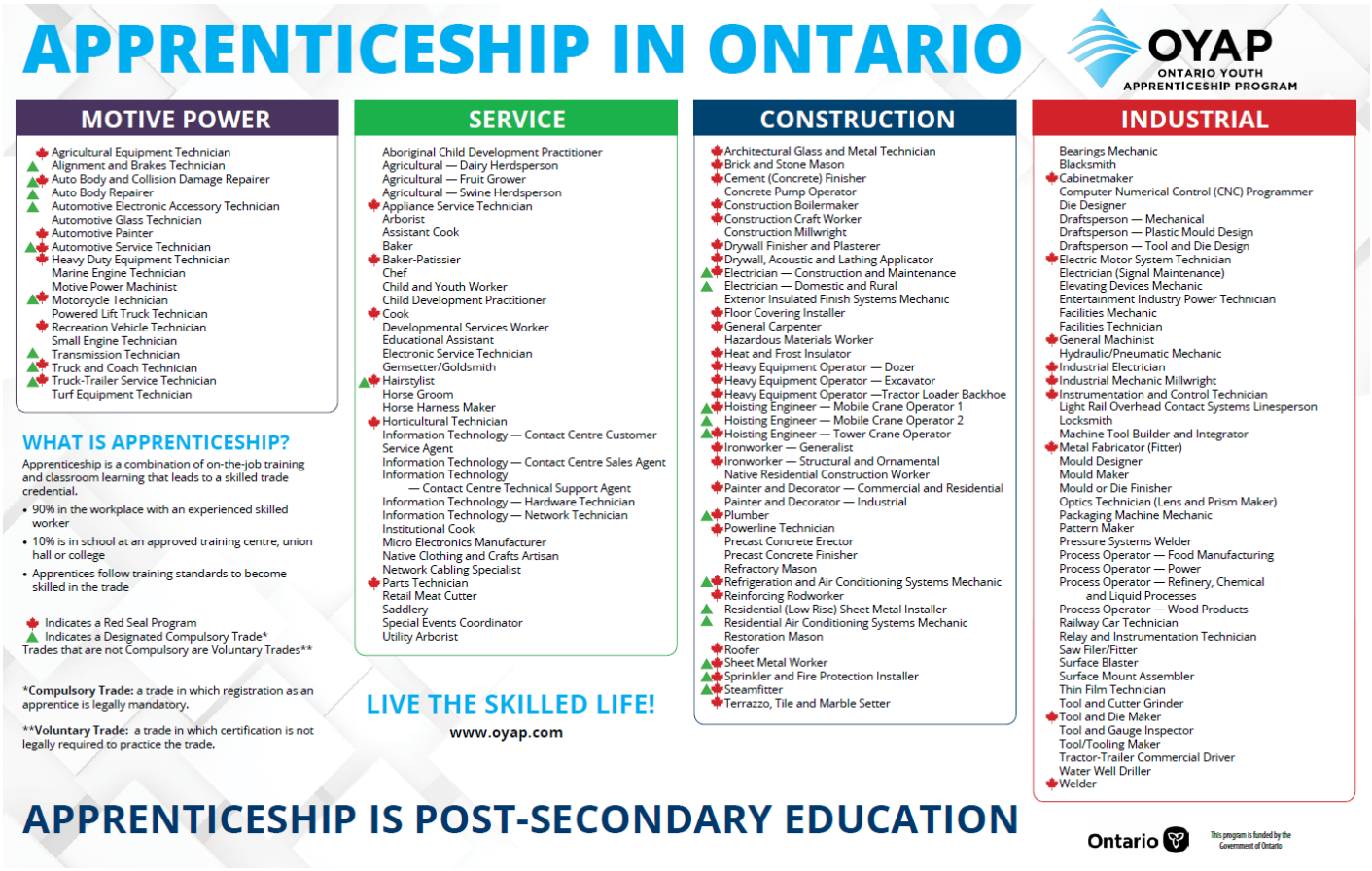
The self-contained developmental education classroom is designed to provide programming that reflects the level of development and learning needs of each individual student enrolled. Program focus includes areas of communication and language development, cognitive development, physical development, social and emotional development, and community living skills. Activities may focus on communication skills, life skills, self-care, social skills, and/or specialized physical activities and recreation. Integration into school and regular classroom programs, as well as extra-curricular activities is encouraged. Students enter this program through the System IPRC process.





GWL3OD

Cooperative Education/Experiential Learning credits may be awarded for out-of-school work placement components of regular school courses. Courses in all disciplines and of all types, including open courses, may serve as the basis for cooperative education courses. As in the case of other courses offered for credit, cooperative education courses (which involve work outside the school) must be based on a curriculum guideline. Out-of-school components, resources and evaluation criteria are determined in advance and are carefully monitored. Students interested in earning cooperative education credits can obtain additional information by contacting the Guidance Department or the Cooperative Education Co-ordinator and should indicate their interest at the time of registration. Students in grades 11 and 12 (with a minimum of 16 credits) are eligible for cooperative education. All cooperative education applicants will be carefully and competitively selected by prospective employers. Cooperative Education placements may be available in many subject areas. All SHSM students must complete a co-operative education placement.



BROAD-BASED TECHNOLOGY

Broad-based technologies are offered in all grades. This term suggests courses which are not subject specific. The building of a house, the manufacturing of a car, or the repair of a lawnmower require a broad range of skills. The intent of broad-based courses is to learn as many skills as possible within a given technology.

TAS1O1
Technology and the Skilled Trades, Grade 9, Open
This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.
Prerequisite: None

COMMUNICATIONS TECHNOLOGY

TGJ2O1
Communications Technology, Grade 10, Open
This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.
Prerequisite: None

TGJ3M1
Communications Technology, Grade 11, University/College Preparation
This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields.
Prerequisite: None



TGJ4M1

Communications Technology, Grade 12, University/College Preparation

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment.

Prerequisite: TGJ3M1

CONSTRUCTION TECHNOLOGY



TCJ2O1

Construction Technology, Grade 10, Open

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology and will explore secondary and post-secondary pathways leading to careers in the industry.

Prerequisite: None

TCJ3E1

Construction Technology, Grade 11, Workplace Preparation

This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment to design, layout, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology and explore post-secondary and career opportunities in the field.

Prerequisite: None ******Priority course placement will be to students enrolled in the Specialist High Skills Major Program.***

TCJ4E1

Construction Technology, Grade 12, Workplace Preparation

This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology and explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

Prerequisite: TCJ3E1 ******Priority course placement will be to students enrolled in the Specialist High Skills Major Program.***

TWJ3E1

Custom Woodworking, Grade 11, Workplace Preparation

This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and explore apprenticeships, post-secondary training, and career opportunities in the field that may be pursued directly after graduation.

Prerequisite: None ******Priority course placement will be to students enrolled in the Specialist High Skills Major Program.***

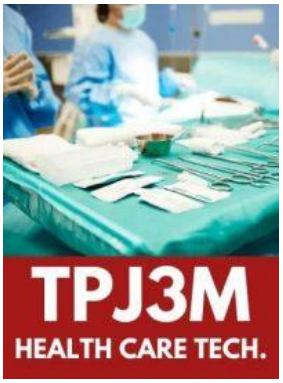
TWJ4E1

Custom Woodworking, Grade 12, Workplace Preparation

This course enables students to further develop knowledge and skills related to the planning, design, and construction of residential and/or commercial cabinets and furniture. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking and will explore career opportunities that may be pursued directly after graduation.

Prerequisite: TWJ3E1 ******Priority course placement will be to students enrolled in the Specialist High Skills Major Program.***

HEALTH & WELLNESS



TPJ3M1

Health Care, Grade 11, University/College Preparation

Offered every other year. Offered in 2028-2029 (Alternates with TPJ4M1).

This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including the anatomical features and physiology of the major body systems and the factors that affect homeostasis in the human body. Students will develop an awareness of health and safety issues in the health care field, analyse environmental and societal issues related to health care, and learn about professional practice standards and career opportunities in the field.

Prerequisite: None ******Priority course placement will be to students enrolled in the Specialist High Skills Major Program.***

TPJ4M1

Health Care, Grade 12, University/College Preparation

Offered every other year. Offered in 2027-2028 (Alternates with TPJ3M1).

This course focuses on the development of a range of skills needed to analyse and interpret clinical findings. Students will learn about accepted health care practices and demonstrate an understanding of basic procedures and the use of appropriate instruments and equipment. They will acquire an understanding of basic concepts related to the function of the human immune system and explore the relationship between pathology and disease prevention and treatment. Students will expand their awareness of workers' health and safety issues, analyse environmental and societal issues related to health care, and further explore professional practice standards and postsecondary destinations in the field.

Prerequisite: Health Care, Grade 11, University/College Preparation ******Priority course placement will be to students enrolled in the Specialist High Skills Major Program.***

MANUFACTURING TECHNOLOGY

TMJ2O1

Manufacturing Technology: Grade 10, Open

This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection moulding. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary and postsecondary pathways leading to careers in the industry.
Prerequisite: None ******Priority course placement will be to students enrolled in the Specialist High Skills Major Program.***

TMJ3E1

Manufacturing Technology: Grade 11, Workplace

This hands-on, project-based course is designed for students planning to enter an occupation or apprenticeship in manufacturing directly after graduation. Students will work on a variety of manufacturing projects, developing knowledge and skills in design, fabrication, and problem solving and using tools and equipment such as engine lathes, milling machines, and welding machines. In addition, students may have the opportunity to acquire industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary school pathways that lead to careers in the industry.
Prerequisite: None ******Priority course placement will be to students enrolled in the Specialist High Skills Major Program.***

TMJ4E1

Manufacturing Technology, Grade 12 Workplace

This product-driven, hands-on course builds on students' experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may also have opportunities to acquire industry- standard straining and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry.
Prerequisite: TMJ3E1 ******Priority course placement will be to students enrolled in the Specialist High Skills Major Program.***



TRANSPORTATION TECHNOLOGY

TTJ3C1

Transportation Technology, Grade 11, College Preparation

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or water craft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry.

Prerequisite: None ******Priority course placement will be to students enrolled in the Specialist High Skills Major Program.***

TTJ4C1

Transportation Technology, Grade 12, College Preparation

Grade 12 College This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small-engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.

Prerequisite: TTJ3C1 ******Priority course placement will be to students enrolled in the Specialist High Skills Major Program.***

TTJ3O1

Transportation Technology: Vehicle Ownership, Grade 11, Open

This general interest course enables students to become familiar with the options and features of various vehicles, issues of registration, and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures, and the responsibilities of being a vehicle owner. Students will develop an awareness of environmental and societal issues related to vehicle ownership and use and will explore career opportunities in the transportation industry.

Prerequisite: None ******Priority course placement will be to students enrolled in the Specialist High Skills Major Program.***

TTJ4E1

Transportation Technology: Vehicle Maintenance, Grade 12, Workplace Preparation

This course introduces students to the servicing, repair, and maintenance of vehicles through practical applications. The course is appropriate for all students as a general interest course to prepare them for future vehicle operation, care, and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of environmental and societal issues related to transportation and will learn about careers in the transportation industry and the skills and training required for them. **Prerequisite: None** ******Priority course placement will be to students enrolled in the Specialist High Skills Major Program.***



SPECIALIST HIGH SKILLS MAJOR (SHSM)

Specialist High Skills Major (SHSM) is a Ministry of Education approved program allowing students to focus their learning in a specific economic sector while meeting their requirements for the Ontario Secondary School Diploma. Students are able to customize their courses to suit their interests and talents while preparing for a sector specific apprenticeship, college, university, or workplace destination. Students will be required to complete specific subjects in a major focus area, and complete industry certification courses. Students can enroll in the program in their senior years after they have completed their grade 10 credit requirements.

SHSM PROGRAMS OFFERED AT GDHS:

- Construction Technology (offered since 2012)
- Transportation Technology (offered since 2014)
- Health and Wellness (offered since 2024)

*****Despite being one of the smallest schools in the board, GDHS has the highest percentage of students graduating from our Specialist High Skills Major Tech Programs (Construction and Transportation).**

KEY BENEFITS OF SHSM:

Pursuing an SHSM helps students to:

- Customize their secondary school education to suit their interests and talents
- Develop specialized knowledge and skills
- Earn credits that post-secondary educational institutions and the sector recognize
- Gain sector-recognized certification and career-relevant training
- Develop essential skills and work habits documented through the Ontario Skills Passport
- Identify, explore, and refine career goals and make informed decisions about their future
- Remain flexible, with the option to shift between pathways, should their goals and plans change

How is a Specialist High Skills Major recognized?

Students who successfully complete an SHSM receive:

- an Ontario Secondary School Diploma with an embossed SHSM red seal
- an SHSM Record documenting achievement
- formal recognition on Ontario Student Transcript

Five components of the SHSM Program include:

1. A package of eight – ten Grade 11 and Grade 12 credits which includes:
   i) 4 major senior credits that provide sector-specific knowledge and skills,
   ii) 2 - 4 other required senior credits from the Ontario curriculum, which includes contextualized learning activities,
   iii) 2 cooperative education credits that provide authentic learning experiences in a workplace setting,
2. Sector-recognized certifications and/or training courses,
3. Experiential learning and career exploration activities within the sector,
4. "Reach ahead" experiences connected with the student's chosen post-secondary pathway,
5. Development of Essential Skills and work habits required in the sector, and the use of the Ontario Skills Passport (OSP)

Interested students are to indicate their desire to register in the SHSM Program by completing the required section during course selection in the student portal. Students will also be interviewed as part of their application to the program. Please contact GDHS for more information about these programs.



Administration and Teaching Staff

Brad Milne, Principal
Paula DeSousa-Mouro, Guidance Counsellor

Lauren Allen
Dave Beaudoin
Joel Bradford
Julia Brown
Brittany Burdick
Eliana Chaudhary
Megan Chaulk
Mike Emmons
Zach Faulds
Ntianu Franklyn
Katie Graham
Loni Grover
Meghan Harvie
Christine Hentschel
Jonah Hofstetter
Daelyn Irwin
Menley Langham
Cory Leblanc
Jonathan Periard
Shannon Pynenbrouck
Jim Rops
Brittany Sestric
Michaela Young

Support Staff

Shona Sanders, Administrative Secretary
Tracy Harvie, Guidance Secretary

Ieva Naujokaityte, Attendance Counsellor, Social Worker

Jessica Ackworth, Educational Assistant
Lauren Dean, Educational Assistant
Natalie Gosnell, Educational Assistant
Melissa Henry, Educational Assistant
Kristy Peroff, Educational Assistant
Paul Sert, Educational Assistant
Sharon White, Educational Assistant
Jennifer Zuefelt, Educational Assistant

Wendy Hornick, Charge Custodian
Dean Foreman, Custodian
Jacob Gauthier, Custodian
Paula Roose, Custodian

Wes McLandress, Computer Technician

Sabrina Hartin, Cafeteria Supervisor